DOCUMENT RESUME

ED 326 854 CS 010 354

AUTHOR Gerecke, Lillian
TITLE How To Use Wordless Picture Books with Your Child.
INSTITUTION Fitchburg State Coll., Mass.
SPONS AGENCY Massachusetts Teachers Association, Boston.
PUB DATE 89
NOTE 19p.; For other booklets in this series, see CS 010 351-353.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Childrens Libraries; *Childrens Literature; Elementary Education; Literature Appreciation; Parent Child Relationship; *Parent Participation; *Picture Books; Reading Material Selection
IDENTIFIERS Reading Motivation

ABSTRACT

This document encourages parents to find greater enjoyment in using the children's library and to become reading partners with their children. The pamphlet suggests ways for parents and children to use the library creatively to explore wordless story books. A list of 25 suggested wordless picture books is included. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326854

HOW TO USE WORDLESS PICTURE BOOKS WITH YOUR CHILD

by

Lillian M. Gerecke

Fitchburg State College Publication Services

Parental Education Outreach Publications

Rona F. Flippo, Editor

Laurie E. Hamilton, Assistant to the Editor

CS010354

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lillian M. Gerecke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Copyright 1989 by Lillian M. Gerecke

All rights reserved. This booklet or parts thereof may not be reproduced without permission of the publishers

The initial funding for this booklet was made available by the Massachusetts Teachers Association

Printed in the United States of America

by

Fitchburg State College

Fitchburg, Massachusetts

Dear Parents:

Reading is a promise and a joy in a child's life. It encourages wonder and excitement about the functioning world. It invites the realization of hopes and dreams. It is essential to the growth and health of the individual and the nation.

Many parents do understand the importance of books and the value of reading with their child. They understand that children thrive when the most influential people in their young lives, their parents, share in their reading activities.

One of the cheeriest places for shared reading experiences is the children's library. To encourage parents to find greater enjoyment in using the children's library and to become a reading partner with their child is the aim of this pamphlet. It is written to suggest a method of using the library creatively with your child by exploring wordless story books. I hope you find it useful.

May you delight in the opportunity to inspire your child with the love of books and the pleasure of reading!

Sincerely,
Lillian. M. Gerecke

CONTENTS

FOR PARENTS: SUGGESTIONS FOR A CREATIVE READING AND WRITING ACTIVITY

DESIGNED BY CHILDREN

THE VALUE TO YOUR CHILD

BE CREATIVE

SUGGESTED TITLES TO USE

SOME FINAL THOUGHTS

ABOUT THE AUTHOR

FOR PARENTS:

SUGGESTIONS FOR A CREATIVE READING AND WRITING ACTIVITY

Are you looking for something different when you visit the children's library with your child? Something in which you can be actively involved? Try some of the suggestions in this booklet. They will provide you with creative alternatives to more traditional book readings or sharings in or out of the library. Search out wordless picture books with your child and begin a new way of booksharing with enthusiasm and laughter.

Your initial reaction may be that you already share many stories with your child. So, what is unusual about the use of wordless picture books? These story books without words provide opportunities for children to be creative readers. Mercer Mayer's HICCUP, AH-CHOO, OOPS, or his Frog Goes To Dinner are examples. They invite your child to interpret the pictures and create a story to go with them. The age or the ability level of the child does not matter. Your child will translate what he or she sees at his/her

own verbal and interest level. This becomes an exciting, non-threatening way of using picture stories to encourage "reading" together. The use of wordless picture books also encourages writing, research, and performing activities for older as well as younger children. The entire family can become involved and spend joyously shared time together. You will see how rewarding and easy it can be.

DESIGNED BY CHILDREN

The reason that wordless stories bring about excitement in reading and library use is that children themselves design the application of the stories to suit their interests. This was observed by chance at our library at McKay Campus School, Fitchburg State College (in Massachusetts) when an excited child was sharing a book with a friend. What followed provided the initiative to focus on using stories without words as a fun activity. The two seven-year olds were absorbed with a copy of Mercer and Marianna Mayer's MINE! and began to pantomime the scenes. They asked to perform the story for others. As they acted it out they extended and embellished it. With delight they had translated the story from visual terms to verbal and dramatic terms.

Other wordless stories were collected and each child was invited to interpret the pictures, and talk about the story with a friend. The older children wrote a story from the illustrations. The retellings were merry. There was

much laughter when poor Santa found himself with a transportation problem in How Santa Claus Had A Long And Difficult Journey Delivering His Presents, and when jealous Hen found the appropriate egg in The Egg Book. The spirited monkey's birthday present in The Birthday Trombone led to a happy ending, as did Mouse's present in A Birthday Wish. Some of the children gave their stories local settings and classmates' identities. Others provided historical settings and characterizations. As expected, the older students presented complicated events and descriptions. This created the need to use the reference sources in the library. Sometimes first drafts of the stories were rewritten or revised after some self-editing by the children while rereading or consulting their dictionaries or teachers. But not always, and that was fine. Some children asked to read or act out their version of the story for others. The younger children were very creative. They took turns telling the story rather than writing it, although a few wrote key words, short sentences, or used drawings to indicate the story. Some young children also used a dictionary. Many of the children asked for additional books

to "write." All the written papers were proudly gathered into a notebook.

In much the same way as the children read, wrote and dramatized at the library, you and your child can form a partnership to share an exciting library visit.

THE VALUE TO YOUR CHILD

These stories are for all ages. Bilingual children and children whose second language is English will experience a non-intimidating situation with these books. The stories do not preach to children, but allow them to become involved. A child wants to become involved with you, his or her parents, and to use his/her imaginative powers to self-express while interpreting the adventures in the story. In a sense these are interactive books: a child interacts with the text and with his/her parents, and in turn, caring parents are sharing the action while bridging the generation gap. What an alternative to watching television's cartoon programs! Allowing fantasy to set the stage for making choices of vocabulary, of character settings and actions,

displaying emotions, even pantomiming or acting-out the situation, helps guide a child in learning about social and cultural behavior. For the young child this type of early reading behavior is linkage to the continuation of learning to read and enjoy it. The value of the child's verbal accomplishments are internalized: the child experiences good feelings about books and reading. The pictures provide a useful way of presenting ideas and making literacy connections. Older children are also motivated to express themselves, to comprehend plot, imagery, characterization; to extend their reading enjoyment. Cultural differences are embraced. When wordless stories are used to encourage a child to write a version of the story or to write and illustrate another story, imagination and creativity, both valuable in the child's development, are being fostered. Further, if an older child is encouraged to "research" a setting or event on which to base a story, another dimension may have been added to the use of the library as a dynamic place.

Wordless stories in themselves are delightful.

Enhanced by a child they are great fun. Children are moved by pictures that say it all. And by libraries that are used by parents with them and with shared affection and joy.

BE CREATIVE

Remember, your ideas are important! Don't be limited by the suggestions here. Each situation generates new opportunities which can be used to involve your child. If you do not have access to wordless stories in the library, and you like to draw, make up your own "story without words" with your child. Or use any picture book from the library and conceal the text until you and your child have created a new text. Be confident. You will be sharing more than a wordless story in the library.

SUGGESTED TITLES TO USE

Suggested wordless picture book titles (some previously cited in this booklet) include:

Anno, Mitsumasa. (1984). Anno's Flea Market. New York: Philomel.

Anno, Mitsumasa. (1977). Anno's Journey. New York: Collins.

Bang, Molly. (1980). The Grey Lady And The Strawberry Snatcher. New York: Four Winds Press.

Brinckloe, Julie. (1974). The Spider Web. Garden City, New York: Doubleday.

Collington, Peter. (1987). The Angel And The Soldier Boy. New York Knopf.

Crews, Donald. (1980). Truck. New York: Greenwillow.

Dupasquier, Philippe. (1988). The Great Escape. Boston: Houghton Mifflin.

Emberley, Ed. (1977). A Birthday Wish. Boston: Little, Brown.

Goodall, John S. (1970). Shrewbettina's Birthday. New York: Harcourt Brace Jovanovich.

Hartelius, Margaret A. (1977). The Birthday Trombone. Garden City, New York: Doubleday

Hogrogian, Nonny. (1972). Apples. New York: Macmillan.
Kent, Jack. (1975). The Egg Book. New York: Macmillan.
Krahn, Fernando. (1974). April Fools. New York: Dutton.
Krahn, Fernando. (1970). How Santa Claus Had A Long And Difficult Journey Delivering His Presents. New York: Delacorte.
Krahn, Fernando. (1977). Mystery Of The Giant Footprints. New York: Dutton.
Krahn, Fernando. (1982). Sleep Tight, Alex Pumpernickel. Boston: Little, Brown.
Mayer, Mercer. (1976). AH-CHOO. New York: Dial.
Mayer, Mercer. (1974). Frog Goes To Dinner. New York: Dial.
Mayer, Mercer. (1976). HICCUP. New York: Dial.
Mayer, Mercer. (1977). OOPS. New York: Dial.
Mayer, Mercer and Marianna. (1970). MINE! New York: Simon and Schuster
McCully, Emily Arnold. (1988). New Baby. New York: Harper and Row.
McCully, Emily Arnold. (1987). School. New York: Harper and Row.

Schick, Eleanor. (1969). Making Friends. New York: Macmillan.
Turkle, Brinton. (1976). Deep In The Forest. New York: Dutton.
Vincent, Gabrielle. (1982). Breakfast Time, Ernest And Celestine. New York: Greenwillow.

Many of these titles are available at children's libraries. There are others also. Ask the librarian at your library to point out titles of "stories without words" in the children's book collection, and begin your child's creative reading and writing experiences immediately.

SOME FINAL THOUGHTS

There may have been a time in the early days of our developing nation when being able to read might not have been regarded as essential to or as a natural part of life. Physical labor for men and domestic requirements for women were seen as an acceptable way of life. Today, in our complex world, to read signifies survival and to have literate citizens is a vital factor in our country's growth and prosperity. Indeed, to be able to read is linked to our emotional well-being and our personal and professional advancement.

To teach children to read and to develop in them a sense of love of reading as a natural condition of life has become a priority with educators and with our government. To remind us of the importance of reading in a child's development the Librarian of Congress, James H. Billington, states: "The enterprise of reading is of central importance to the health of the Republic. In this country we have an urgent need to bring more young people into creative contact

with books, reading, and libraries." Throughout the nation children are being persuaded to read more at home and to share reading activities with the family.

This booklet has been designed to demonstrate a lighthearted and fun approach to "reading" and one that invites any child and any family to share in the delight of wordless picture stories and in visiting the library. It is intended as a springboard. You may expand or change direction at will.

Remember, your child wants your involvement and needs your encouragement throughout his or her childhood. By providing the warmth and support that your child needs in his/her reading continuum parents will feel good about what they are contributing. By "reading" along with the child, parents will be establishing a successful role model for their child. It is also helpful for family members to read aloud to each other, to talk about books, to keep books at home, and to give books to one another.

Together, we (parents, teachers, librarians) can focus attention on the importance of stimulating reading and creating new attitudes that launch young minds.

For suggestions and assistance with suitable titles to use with your child, contact your local library.

ABOUT THE AUTHOR

Lillian M. Gerecke is an Associate Librarian at the McKay Campus School of Fitchburg State College in Massachusetts. She has a master's degree in Library and Information Science from Simmons College and also a Master of Education degree. She has been a librarian at the elementary school, college, and government library level. Her teaching ranges from kindergarten through college courses. She has contributed articles to library and educational journals and is a free-lance writer for regional newspapers. Through her involvement with Literacy Volunteers of America she has experienced diversified methods of motivating individuals to read, both as a survival skill and as a personal joy.